

Electronic Resources on Education for Sustainable Development

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The “6th Asia-Pacific Experts Consultation: Reorienting Teacher Education to Address Sustainability” was held in Penang, Malaysia on 22-25 August 2006 to:

- Provide a forum for participants to identify and recognize the key components of Education for International Understanding (EIU) and Education for Sustainable Development (ESD) with specific reference to teacher education,
- Establish a regional network of teacher education institutions for reorienting teacher education to address sustainability; and
- Develop action plans for participants to carry out in their own local context and institutional settings and activities for the network to carry out.

During the meeting, participants examined the perspectives, concepts and contents of ESD/EIU from the various angles including environmental, economic, socio-cultural aspects. The underlying principles which link EIU closely to ESD are the values within EIU and ESD which include the importance of intercultural understanding, cultural diversity, mutual respect, equity, human rights, and socio-cultural inclusion as universally shared values. All these universal values have to be integrated into the school environment which in turn will have some very significant implications for teacher training.

The issues surrounding ESD/EIU are multiple and complex. The role of teachers in using the information and materials is important, as is the content of the materials itself. The internet has provided access to much information and links to organizations and their websites. Thus, one recommendation from the workshop was to compile and disseminate electronic resources related to ESD to facilitate the sharing and exchange of information.

The Asia-Pacific Programme of Educational Innovation for Development (APEID) of UNESCO Bangkok and the Asia-Pacific Centre of Education for International Understanding (APCEIU) collaborated to produce this document listing these electronic resources. The value of such resources is not limited to teachers alone; it is also useful to policy and decision makers, teacher educators, researchers and academics as well as students themselves. This document is divided into six main categories, namely:

- A General
- B Subject focus
- C Values
- D Higher education
- E Research
- F Alternative/sustainable economics

A General

www.unesco.org/education

From the education homepage click on the relevant icon on the right to find what UNESCO is doing to lead the International Decade for ESD, which began in 2005. Linked to most of the relevant documents relating to ESD and DESD.

<http://www.teacherscorner.org/activities.html>

Examples of activity-based lessons and action projects, also good exercises on engaging students through global issues.

http://www.esdtoolkit.org/resources/web_esd.htm

This is a multimedia, interactive professional development program with materials, exercises, and links that help educators deepen their understanding of education for sustainability and its importance in addressing the economic, social, and environmental issues of the world.

<http://www.sustainabilityed.org/>

The Cloud Institute for Sustainability Education was created in response to the growing need for educational materials and professional development focused on sustainability. Focus particularly on inspiring young people to think about the world, their relationship to it, and their ability to influence it in an entirely new way.

[http://www.willamette.edu/about/sustainability/info/05Retreat/WorkingGroupDiscBrie
fs/Equity.htm](http://www.willamette.edu/about/sustainability/info/05Retreat/WorkingGroupDiscBriefs/Equity.htm)

Video on how to commit to sustainability.

<http://www.aries.mq.edu.au/portal/initiatives/schooled.htm>

ARIES website on education for sustainability in schools – examines whole school approach and look at case studies of eco and green schools.

<http://www.globallearningnj.org/>

Global Learning, Inc. is a non-profit educational organization that translates the world's growing interdependence into educational activities for teachers, students, librarians, and educational systems, from elementary school through college and in community settings. They have activities for: environmental education in US history, a sustainable development curriculum, framework for world history and culture, making global connections in the middle school, including lessons on the environment, development and equity.

<http://www.sustainus.org/mambo/>

A youth network for Sustainable Development. Founded in 2001, SustainUS is a nonprofit, nonpartisan organization of young people advancing sustainable development and youth empowerment in the United States. Through proactive education and advocacy at the policy-making level and at the grassroots, they are building a future in which all people recognize the inherent equality and interdependence of social, economic, and environmental sustainability.

<http://www.iisd.org/youth/ysbk000.htm>

Youth Sourcebook in Sustainable Development - contains information on youth's concerns with SD issues, case studies of youth action, together with advice on how to organize for action, useful resource lists and a directory of international and regional youth organizations.

<http://www.urbanoptions.org/SustainEdHandbook/Introduction.htm>

Sustainability Education Handbook: A Resource Guide for K-12 Teachers Incorporating the Michigan State Framework Standards. This Handbook has been created to help K-12 teachers understand sustainability concepts and incorporate them into their classroom.

http://www.esd-wales.org.uk/english/Teacher_Education/default.htm

ESD and global citizenship: this website is designed for those wishing to integrate ESD&Global Citizenship in Initial Teacher Education and Training (ITET) and in Early and Continuing Professional Development courses. It is also aimed at individual teachers and students who wish to explore ESD&Global Citizenship in more depth.

www.globalfootprints.org

Provides succinct information and facts about sustainable development issues and aim at schools' use.

www.acc.mmu.ac.uk/esd/index.php

This encyclopedia of sustainable development information from Manchester Metropolitan University is informative and easy to use.

<http://www.worldbank.org/depweb/>

Teaching and learning materials on social, economic, and environmental issues of sustainable development.

<http://www.worldbank.org/challenge/>

An interactive "edu-tainment" web site that invites visitors to "take the Development Challenge" and find ways to ensure sustainable development.

<http://web.worldbank.org/WBSITE/EXTERNAL/WBI/EXTDEVEDUPROGRAM/0,,contentMDK:20316322~menuPK:537374~pagePK:64194811~piPK:64194566~theSitePK:537330,00.html>

Contains materials to help teachers explore content, methodology, and skills development related to education for sustainable development. From theoretical articles on action learning to sample teacher-developed learning units to actual activities linked to the DEP learning modules, this section attempts to make it easier for teachers to integrate sustainable development into your classroom

<http://www.lsf-lst.ca/en/home/>

Learning for a Sustainable Future is an on-line teachers' centre, providing educators with innovative resources, teaching materials and programming. It has useful web-site links for definitions, addresses and resources. It also creates unique professional development opportunities, delivers curriculum-based workshops to teachers and teacher candidates, and links to professional networks to support the teaching of Sustainable Development Education.

<http://www.globaldimension.org.uk/default.aspx?id=204>

Global Dimension - Ideas and resources for teachers on, conflict, international debt, child rights, natural disasters, climate change, global citizenship. The activities and material will help young people critically examine their own values and attitudes, appreciate the similarities between peoples everywhere, and learn to value diversity, understand the global context of their local lives and develop skills that will enable them to combat injustice, prejudice and discrimination.

<http://www.deh.gov.au/education/publications/tsw/rationale.html>

Teaching for a sustainable world. International edition, Griffith University and the Department of the Environment, Sport and Territories, 1997
Originally *Teaching for a Sustainable World: International Edition* was published as a book and distributed to educators working in professional development and teacher education at workshops held in all the state capitals in 1996. This WWW version has been published to provide a wide range of people access to the material. Additionally, the ability to download the workshop modules onto a disk will enable workshop facilitators to make changes to or adapt the modules to suit the needs and interests of their workshop participants. Important sections include the education challenge for sustainable living, the knowledge, skills and values needed for a sustainable future and the agenda for professional development.

<http://www.ltscotland.org.uk/sustainabledevelopment/sharingpractice/Index.asp>

Learning and Teaching Scotland list examples of how to embed sustainable development across the school – topics include Citizenship, Early Years, Expressive arts, Health and wellbeing, Languages, Maths, Science, Social subjects.

<http://www.nc.uk.net/esd>

Explanation of sustainable development and ESD, case studies of developing practice in ESD across different subjects in a range of primary, secondary and special schools; school policy and practice, guidance on and case studies of the management of ESD in schools.

<http://ceres.ca.gov/tcsf/seg/>

Sustainability education guide web site. This is an introduction and guide for educators on 'teaching sustainability in every classroom.

http://www.nc.uk.net/esd/teaching/case_studies/case_study_2f.htm

Case study activities for understanding sustainability.

<http://www.ulb.ac.be/ceese/meta/sustvl.html>

A comprehensive list of internet sites dealing with SD, including organization s, projects and activities, electronic journals, libraries, references and documents, data bases, directories maintained by the Center for Economic and Social Studies on the Environment, located at Universite Libre de Bruxelles.

<http://www.ecifm.rdg.ac.uk/definitions.htm>

Contains definitions of sustainability, sustainable development and indicators of sustainable development – University of Reading, UK.

<http://www.iisd.org/sd>

International institute for Sustainable Development – overview of sustainable development, principles database, sustainable development on campus, women and sustainable development, youth and sustainable development, indigenous people.

<http://www.rethinkingschools.org/publication/rg/RGResources02.shtml>

Has a very good list of videos and songs with a global conscience.

<http://www.bcca.org/ief/desd.htm>

This website provides some basic information on the Decade and on preparations by various organizations to contribute to it. The page is not intended to be exhaustive, but only to provide a starting point for those who may wish to support or participate in the decade in some way.

<http://www.earthcharter.org>

The Earth Charter is a unique educational instrument to advance understanding of shared global problems and the need to act with an integrated vision for sustainable development. It provides an important ethical framework for sustainable development.

<http://csf.concord.org>

Education for a Sustainable Future - information for creating a more local, sustainable world. Topics include: designing sustainable communities, global issues, is hunger a global problem?, stewardship of resources, habitats, water conservation, saving energy, energy sources for a sustainable world, stewardship and mathematics, sustainable economics, thinking about and affecting the future, sustainable architecture, forestry.

<http://www.lessonplancentral.com/>

Educators guide to lessons, worksheets, videos, clipart, web links etc.

<http://www.teachernet.gov.uk/sustainableschools/utis/sitemap.cfm>

The Sustainable Schools site is designed to support schools on their journey to sustainability, introducing the principles of sustainable development and offering guidance on how to embed these principles into the heart of school life. The site provides useful information for all sectors of the school community, including the leadership team, the management team, teachers and parents, and offers a number of excellent online and downloadable tools (auditing, benchmarking, environmental assessment) to help schools identify the best route to becoming more sustainable.

Useful tools

<http://www.myfootprint.org>

[The Ecological Footprint Quiz](http://www.myfootprint.org) estimates how much productive land and water you need to support what you use and what you discard. After answering 15 questions you'll be able to compare your Ecological Footprint to what other people use and to what is available on this planet.

<http://www.policylink.org/EDTK/Mapping/>

Community Mapping identifies key information needed to assess the considerable public and private forces driving gentrification. The tool reviews effective community mapping and indicator projects; identifies key data sources to guide community interventions; and shows the role of mapping in community education and organizing.

[http://www.esd-](http://www.esd-wales.org.uk/english/Teacher_Education/teaching_learning/powerpoint.htm)

[wales.org.uk/english/Teacher_Education/teaching_learning/powerpoint.htm](http://www.esd-wales.org.uk/english/Teacher_Education/teaching_learning/powerpoint.htm)

Different types of activities to introduce thinking skills.

<http://www.urbanoptions.org/SustainEdHandbook/TeachingTools.htm>

3 Basic Questions framework from sustainability education handbook to assist in introducing the subject on sustainability and narrowing the discussion to produce fruitful, lively and relevant dialogue.

Teaching and learning strategies

[http://www.esd-](http://www.esd-wales.org.uk/english/Teacher_Education/teaching_learning/default.htm#1)

[wales.org.uk/english/Teacher_Education/teaching_learning/default.htm#1](http://www.esd-wales.org.uk/english/Teacher_Education/teaching_learning/default.htm#1)

Experiential education websites

- www.outdoor-learning.org/ Institute for Outdoor Learning UK
- www.reviewing.co.uk/research/experiential.learning.htm Experiential Learning on the Web
- www.infed.org/biblio/b-explrn.htm Infed: The Informal Education Homepage UK
- www.eoe-network.org/home.htm European Institute for Outdoor Adventure Education and Experiential Learning
- www.learningfromexperience.com Learning from Experience - David Kolb's site
- www.aee.org/ Association for Experiential Education – USA
- www.cdra.org.za/ Community Development Resource Association (CDRA) - South Africa
- www.erlebnispädagogik.de Experiential Education and Adventure-Based Learning – Germany

B Subject Focus

<http://web.worldbank.org/WBSITE/EXTERNAL/WBI/EXTDEVEDUPROGRAM/0,,contentMDK:20308001~menuPK:537377~pagePK:64194811~piPK:64194566~theSitePK:537330,00.html>

A Worldbank site on Learning Units on Life Processes: Food and Nutrition (Integrated Science), River Dam Development Projects (Geography), Man and His Environment: Pollution (Biology) developed by teachers in multidisciplinary teams. Each unit engages students actively in their own discovery of the topic and encourages them to think critically about how what they learn and the way they live can have an impact on the development of their county now and in future generations.

- Art <http://lessonplancentral.com/lessons/Art/>
- Bioscience <http://www.bioscience.heacademy.ac.uk/issues/esd/index.htm>
- Economics <http://www.economicsnetwork.ac.uk/projects/esd/>
- Computer http://lessonplancentral.com/lessons/Computers_and_Internet/
- Economics <http://lessonplancentral.com/lessons/Economics/>
- Education <http://lessonplancentral.com/lessons/Education/>
- Engineering <http://www.engsc.ac.uk/er/sustainable/index.asp>
- English <http://www.english.heacademy.ac.uk/explore/resources/sustain/index.php>
- Geography <http://lessonplancentral.com/lessons/Geography/>
- History, Classics and Archeology <http://www.hca.heacademy.ac.uk/resources/sustainability/index.php>
- Hospitality, Leisure, Sport and Tourism <http://www.hlst.heacademy.ac.uk/projects/esd.html>
- Information and Computer Sciences <http://www.ics.heacademy.ac.uk/Resources/ESD/>
- Interdisciplinary <http://lessonplancentral.com/lessons/Interdisciplinary/>
- Interactive quizzes and games <http://www.worldbank.org/depweb/english/quizzes.html>
- Language Arts http://lessonplancentral.com/lessons/Language_Arts/
- Materials <http://www.materials.ac.uk/themes/esd.asp>
- Maths <http://lessonplancentral.com/lessons/Math/>
- Physical education http://lessonplancentral.com/lessons/Physical_Education
- Psychology http://www.psychology.heacademy.ac.uk/html/teaching_practice_issues_detail.asp?id=43
- Science <http://lessonplancentral.com/lessons/Science/>
- Social Studies http://lessonplancentral.com/lessons/Social_Studies/
- Vocational <http://lessonplancentral.com/lessons/Vocational/>
- Global Issues Teaching Units service learning action projects in specific subject areas and grade levels <http://www.teacherscorner.org/scope.htm>

C Values

<http://www.valueseducation.edu.au/values/default.asp?id=13951>

Values for Australian Schooling Professional Learning Resources support teachers in integrating values education into the primary and secondary schools. Each lesson plan (approx 50 mins in length and are available for downloading as PDF files) includes teaching and learning strategies with introductory activities to engage students, guided inquiry and culminating activities.

<http://www.livingvalues.net/>

Living Values Education Program (LVEP) is a comprehensive values education program. It offers a variety of experiential values activities and practical methodologies to teachers and facilitators to enable children and young adults to explore and develop 12 key personal and social values. In addition to programs for classrooms and parent groups, LVEP offers special materials for street children, children affected by war, and children affected by earthquakes.

<http://www.sathyasaiehv.org.uk/>

Sathya Sai Education in Human Values (SSEHV or Sathya Sai EHV) is a universal, values based teaching programme, for children of all cultures and faiths. The programme seeks to raise from within, these values in children and young people, for the upliftment and benefit of society as a whole through the use of story telling, role play, songs, games and drama.

<http://midgefrazel.net/character.html>

Midge Frazel's webpage on educational resources has website links on various types of character education and various methods to teach values.

<http://www.ncpublicschools.org/nccep/lp>

Network of North Carolina Public Schools – has character education lesson plans via subjects in Science, Math, English, Social Studies, Art, Guidance, Communication Skills, Computer Skills.

<http://www.scu.edu/ethics/practicing/focusareas/education/>

Markulla Centre for Applied Ethics has online resources in character education ranging from lesson plans to discussion of ethics in classrooms.

<http://www.ehv.org/index.htm>

Human Values Foundation - aims to provide a universal, values-based approach to spiritual, moral, social and cultural/citizenship education - known as Education in Human Values and Social and Emotional Education, to every teacher who wishes to use it.

http://www.humanvaluesfoundation.com/index_files/weblesson3.pdf

Example of a complete lesson plan on kindness.

http://www.ehv.org/index_files/SongsandMusichumanvaluesfoundation.htm

Complimenting CDs that can be used during lessons to sing along to, or can be played during school assembly.

<http://cornerstonevalues.org/walnut.htm>

Example of using a narrative are used to communicate values.

<http://www.det.wa.edu.au/education/cmisis/eval/curriculum/learningareas/values/index.htm#cmisdirectory>

Resource bank on values resources held in the Curriculum Materials Information Services, Government of Western Australia, Department of Education & Training.

<http://www.valueseducation.net/vea.htm>

Values/character education website by Nonette Marte with teaching ideas, classroom activities, lesson plans, articles, links and resources.

<http://www.ens.gu.edu.au/ciree/LSE/MOD6.HTM#intro>

This module examines the place and function of values education in environmental education and provides teachers with strategies for examining their own and their students environmental values. Values clarification and role play are the strategies illustrated in this module.

<http://www.goodcharacter.com/index.html>

Free online resources, materials and lesson plans on character education for elementary, middle and high school.

D Higher education

<http://www.heacademy.ac.uk/sustainability.htm>

The Higher Education Academy's mission is to help institutions, discipline groups and all staff to provide the best possible learning experience for their students. The focus of their work relates to development of activity and capacity building so as to better assist institutions and subject communities in their development of curricula and pedagogy to equip students with the skills and knowledge to live and work sustainably.

www.envirocitizen.org/cvg/blueprint/index.html

Blueprint for a Green Campus learn how to help your campus incorporate environmental principles into its curriculum, building management, and purchasing policies.

www.secondnature.org

Second Nature is a nonprofit organization that helps colleges and universities expand their efforts to make environmentally sustainable and just action a foundation of learning and practice. The site includes curricula, syllabi and learning activities from colleges all over. They also have an extensive K-12 link.

<http://www.ulsf.org/hense>

The Higher Education Network for Sustainability and the Environment (HENSE) is a network of individuals, organizations and institutions who are dedicated to make sustainability and the environment a foundation of all aspects of higher education: teaching, research, operations, and community outreach.

<http://wings.buffalo.edu/ubgreen>

Campus (State University of New York at Buffalo) web site. Many examples and definitions of how universities deal with environmental conservation. Best for high school.

www.euac.org.uk

The Environmental Association of Universities and Colleges offers support in environmental management. Excellent source for latest best practice in the UK, e.g. see Green Gown Awards.

www.heps.org.uk

This is Forum for the Future's website for its Higher Education Partnership for Sustainability project. It has masses of downloadable materials based on the work done with eighteen UK universities (Cardiff is the only Welsh university) on implementing sustainable development in higher education.

www.heepi.org.uk

The Higher Education Environmental Performance Improvement website has some useful information on how four north England universities improved their environmental performance.

www.copernicus-campus.org

Here you can find the COPERNICUS University Charter for Sustainable Development, which over three hundred European universities have signed (including University of Wales, Lampeter). The site has news of projects, conferences, publications.

www.bestfootforward.com

A footprinting website where you can calculate your personal footprint. Best Foot Forward is a company based in Oxford that has developed Campus Calc, a tool with which it can calculate the ecological footprint of a university or college.

<http://www.ias.unu.edu/research/educationsd.cfm>

United Nations University/Institute of Advanced Studies website on ESD and information on Regional Centres of Expert on ESD.

E Research

<http://www.nfer.ac.uk/eur/>

This website provides information on the characteristics, activities and aims of Education for Sustainable Development (ESD) project. Produced by an eight-strong team, it provides case studies based on the experiences of seven practitioners, guidance on how to make use of research, messages resulting from the project and links to further sources of information. The project is supported by the General Teaching Council (GTC), the National Foundation for Educational Research (NFER) and the British Educational Research Association (BERA). Record supplied by The British Education Index office.

<http://www.jrf.org.uk/bookshop/eBooks/1842631187.pdf>

This report provides " ... a review of how sustainable development research can best include issues of social inclusion." The report stems from the work of the Sustainable Development Research (SDR) Network a DEFRA funded initiative, co-ordinated by the Policy Studies Institute (PSI), and was edited by Malcolm Eames with Maria Adebowale. Published in 2002 by the Joseph Rowntree Foundation the report explores the role research can play in respect of the UK government's strategies for sustainable development and social inclusion. Leading authorities in the field also provide a review of future research needs in the area.

<http://www.sd-research.org.uk/sdrnreportforweb.pdf>

This report sets out the key priorities and action needed to remove barriers to cross-cutting, or interdisciplinary research, on issues related to sustainable development. The report was produced by the Sustainable Development Research (SDR) Network a UK-wide initiative, sponsored by the Government's Sustainable Development Unit and coordinated by the Policy Studies Institute (PSI) in collaboration with the Centre for Sustainable Development (CfSD).

<http://www.sd-research.org.uk/>

The Sustainable Development Research (SDR) Network is an organisation that is concerned with the promotion and facilitation of sustainable development research undertaken in the UK. The Network is sponsored by the Department of the Environment, Transport and the Regions (DETR) Sustainable Development Unit, and coordinated by the Policy Studies Institute (PSI) Environment Group in association with the Centre for Sustainable Development (CfSD) at the University of Westminster and the Centre for the Study of Environmental Change and Sustainability (CECS) at the University of Edinburgh. The Network's objectives are derived from the UK government's strategy for sustainable development and include: "social progress which recognises the needs of everyone; effective protection of the environment; prudent use of natural resources; maintenance of high and stable levels of economic growth and employment." Specific initiatives include workshops, a user's forum, an annual conference, the compilation of a database of UK research activities, and the publication of a range of outputs and reports. Details of all the SDR- Network's activities can be found on the website.

www.ofsted.gov.uk/publications/docs/3389.pdf

“Taking the first step forward ... towards an education for sustainable development. Report of good practice in primary and secondary schools.

<http://www.defra.gov.uk/environment/sustainable/index.htm>

Has section on SD which delineate ESD strategy on ‘learning to last’, and useful links.

<http://www.dfes.gov.uk/aboutus/sd>

Has relevant information on sustainable development.

<http://www.rtpi.org.uk/>

ESD network disseminates knowledge and promote good practice through the interaction of its members, and seeks to influence key decision makers. Has produced a manual for schools.

www.sustainer.org

Website of Sustainability Institute – has good resources on systems thinking and practice of systems analysis ranging from games to scholarly studies.

F ALTERNATIVE/SUSTAINABLE ECONOMICS

New economics foundation (UK) <http://www.neweconomics.org>

NEF is an independent think-tank that inspires and demonstrates real economic well-being. It aims to improve quality of life by promoting innovative solutions that challenge mainstream thinking on economics environment and social issues. They work in partnership and put people and the planet first. Its leading aim is to create a new economy that serves people and the planet. NFE wants to begin to redefine "wealth" and "progress": to judge our systems and economies on how much they create the world we actually want rather than how much money they generate.

South African New Economics Network (SANE): (<http://www.sane.org.za>)

(SANE) is a loose affiliation of individuals and organisations who recognise the central role of economics in modern society, and are concerned about the social and ecological consequences of economics as it is conventionally taught and practised. It challenges the narrow way in which most economists have tended to reduce people to economic agents, the environment to property, social institutions to markets and progress to growth in production’ questions the effectiveness and responsibility of the present world economic system in the face of widespread evidence of worsening income inequality, poverty, unemployment, violent crime, environmental degradation, unfulfilling work and disintegration of traditional values and social systems, and encourages dialogue on alternative economic theories and practices which are more purposefully designed to promote social equity and justice, community self reliance and ecological sustainability.

The **SANE Community Exchange System** (<http://www.ces.org.za/docs/whatlets.htm>) is a community-based trading network using a money other than our familiar national one — an alternative, parallel or complementary money system. There are many similar trading systems around the world, commonly know as Community Exchange Systems (CES) (http://www.appropriate-economics.org/materials/Community_Exchange_Systems_screen.pdf) or Local Exchange and Trading Systems (LETS).

New Economics for Women (US). (<http://www.neweconomicsforwomen.org>) NEW uses a holistic approach to economic development through a comprehensive strategy for addressing poverty from the perspective and needs of women and children. Among its set of core values, NEW focus on understanding the root causes of unsustainable behavior, on individual, family, group and organizational levels. They seek to foster behaviors that get at these root causes and to restructure systems and shift mindsets that will help move low income families and NEW itself toward sustainability.

Think Local First (<http://www.thinklocalfirst.net>) Think Local First support and cultivate locally-owned, independent businesses committed to making community a healthier and more vibrant place to live in. provides provide resource sharing and community building opportunities for locally-owned independent businesses as well as raising community awareness and developing strategies for supporting these businesses.

Positive Futures Network (<http://www.futurenet.org/>) Positive Futures Network is an independent, nonprofit organization supporting people's active engagement in creating a just, sustainable, and compassionate world. The work of the Positive Futures Network and its publication Yes magazine is to give visibility and momentum to these signs of an emerging society in which life, not money, is what counts; in which everyone matters; and in which vibrant, inclusive communities offer prosperity, security, and meaningful ways of life.

Business alliance for local living economies (<http://www.livingeconomies.org/>) BALLE is an international alliance of 37 independently operated local business networks with more than 12,000 members dedicated to building Local Living Economies. It envisions a sustainable global economy made up of Local Living Economies that build long-term economic empowerment and prosperity through local business ownership, economic justice, cultural diversity, and environmental stewardship.

Social Ventures Network (SVN) (<http://www.svn.org/organization.html>) **SVN** is a nonprofit network committed to building a just and sustainable world through business by inspiring a community of business and social leaders to build a just economy and sustainable planet. It promotes new models and leadership for socially and environmentally sustainable business in the 21st century. They champion this effort through initiatives, information services and forums that strengthen our community and empower our members to work together on behalf of their shared vision.

Friends of the Third World www.friendsofthethirdworld.org

Friends of the Third World is a nonprofit, volunteer group concerned with the root causes of poverty, which leads to a diverse set of activities and interests. They especially try to work with and provide organizational assistance to cooperatives in areas of political and economic crisis, wherever that may be in the world.

Participatory economics (ParEcon) <http://www.zmag.org/parecon/indexnew.htm>

Parecon is a type of economy proposed as an alternative to contemporary capitalism that uses participatory decision making as an economic mechanism to guide the allocation of resources and consumption in a given society. The underlying values are equity, solidarity, diversity, and participatory self management. The main institutions are workers and consumers councils utilizing self managed decision making, balanced job complexes, remuneration according to effort and sacrifice, and participatory planning. This page links to articles, interviews, talks, instructionals, Q/A sessions, and books about parecon and closely related matters.

Alternative Money Systems (<http://www.newciv.org/ncn/moneyteam.html>)

This NCN Alternative Money System team was created to collect information on what schemes already exist, to discuss the prospects of doing away with money systems and using a resource-based system instead, and ways of financing new civilization projects, implementing experimental schemes, and more.

Useful books

Daly Herman, 1996. *Beyond Growth: the economics of sustainable development*. Boston: Beacon Press.

David Korten, 2006. *The great turning: from empire to earth community*. San Francisco: Berrett-Koehler Publishers Inc.

Douthwaite Richard, 1996. *Short circuit – strengthening local economies for security in an unstable world*. UK: Green Books.

Paul Etkins, 1992. *Wealth beyond measure*. UK: Gaia Books.

Hazel Henderson, 1996. *Building a Win-Win World*. USA: Berrett-Koehler Publishers, Inc.

AnnMari Jansson *et.al* (eds.), 1994. *Investing in Natural Capital: The Ecological Economics Approach to Sustainability*. Washington D.C.: Island Press

Margaret Legum, 2002. *It doesn't have to be like this*. Cape Town: Ampersand Press.

Bernard Lietaer, 2001. *The Future of Money*. London: Century Press.

M. Max-Neef, 1992. *Real-life economics: understanding wealth creation*. London: Routledge.

Michael Albert, 1997. *Thinking forward: learning to conceptualise economic vision*. Winnipeg: Arbeiter Ring.

Michael Albert, 2001. *Moving forward: program for a participatory economy*. Oakland: AK Press.

Michael Albert, 2003. *Parecon: life after capitalism*. New York: Verso.

Wayne Visser and Clem Sunter, 2002. *Beyond reasonable greed: why sustainable business is a much better ideal*. Cape Town: Human & Rosseau Tafelberg.

Relevant books/magazines/newsletters

Duncan Clark, 2004. *The rough guide to ethical shopping*. Rough Guides, 2004. (has sections on food, clothes, finance, household and travel. It has excellent discussions and weighs up the pros and cons of the personal actions you might take.)

Leo Hickman, 2005. *The good life: the guide to ethical living*. Eden Project Books. (has chapters on food and drink, home and garden, travel, you, family, community, money, work. Practically everything you need to know to make the most appropriate decisions for a sustainable lifestyle: lots of information, discussion, fact, links.)

John Blewitt (ed.), 2004. *The sustainability curriculum: the challenge for higher education*. UK: Earthscan Publications.

Peter Blaze Corcoran (ed.), 2004. *Higher education and the challenge of sustainability*. Kluwer Academic Publishers.

Rolf Jucker, 2002. *Our common illiteracy: education as if the earth and people mattered*. Frankfurt: Peter Lang.

S. Sterling, 2004. *Sustainable education: re-visioning learning and change*. Green Books, Totnes, Devon. www.greenbooks.co.uk

Beyond economic growth: an introduction to sustainable development
<http://www.worldbank.org/depweb/english/beyond/global/index.html>

Sustainability education handbook: resource guide for K-12 Teachers
<http://www.urbanoptions.org/SustainEdHandbook/index.htm>

Vision – bimonthly e-journal of the World Student Community for Sustainable Development <http://www.wscsd.org/ejournal>

Youth sourcebook in sustainable development
(contains info on youth's concerns with SD issues, case studies of youth action, together with advice on how to organize for action, useful resource lists and a directory of international and regional youth organizations
<http://www.iisd.org/youth/ysbk000.htm>)

WWF *Living Planet Report 2002*

http://www.panda.org/news_facts/publications/general/livingplanet/index.cfm

Green Teacher is a magazine by and for educators to enhance environmental and global education across the curriculum at all grade levels.

<http://www.greenteacher.com/>

Other Useful Links/sites

http://www.esf.gov.uk/02_About_ESF/20_Sustainable_Development/Compendium.asp?txtSearch=&btnSubmit=Create+the+page#bookmark480050102AboutESF20SustainableDevelopmentCompendiumasp6

www.wbcsd.ch (The World Business Council for Sustainable Development gives a view of what is happening globally among businesses. It provides case studies and news items.)

SD/ESD Organisations

ASEKO <http://www.aseko.org/eng/>

ASEKO is a non-govt non-profit organ which unites over 3000 teachers, experts, organisations in Russia, CIS and Baltic countries. Activities are aimed at the assistance in solution of environmental protection and sustainable development.